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ABSTRACT

These guidelines outline certification requirements for public school teachers in Utah and standards for teacher education programs. The Basic Teaching Certificate is distinguished from the Standard Teaching Certificate. Within each type, requirements are explained for early childhood, elementary, secondary, special education, communication disorders, and preschool special education certificates. Basic Teaching Certificate candidates must have a bachelor's degree and must have completed an approved teacher preparation program. General standards for approval of teacher preparation programs are listed, followed by standards for the following specialty areas: early childhood/elementary specialization; middle; secondary; special education (mild/moderate, severe, hearing impaired, and visually impaired); and communication disorders (speech pathology and audiology). (JDD)

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UTAH STATE OFFICE OF EDUCATION
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ED 379 257

CERTIFICATION REQUIREMENTS FOR EARLY CHILDHOOD, ELEMENTARY, SECONDARY, SPECIAL EDUCATION, COMMUNICATION DISORDERS, AND PRESCHOOL SPECIAL EDUCATION

Revised 7/1/93

DEFINITION OF TERMS

1. Basic Certificate: Initial certificate issued for four years by the Board which permits the holder to be employed in the public school system as an educator.

2. Standard Certificate: A certificate issued by the Board after a holder has demonstrated competence under the Basic Certificate.

Teaching certificates do not cover professional services for which special certificates/endorsements are required.

REQUIREMENT STANDARDS

Each Basic Certificate is issued for four years and is non-renewable, except that an employing Utah local school district may recommend a one-year extension. Upon completion of two years of successful, professional growth and teaching experience, a continuing certificate called a Standard Certificate may be issued. A recommendation from the employing school district is required for this certificate.

The Standard Teaching Certificate is valid until and unless revoked for cause by the Utah State Board of Education providing the holder verified appropriate employment in education of at least three years during each succeeding five-year interval. Otherwise, the certificate must be renewed in accordance with the Requirement Standards for Revalidation and Renewal of Certificates. Teaching certificates do not cover professional services for which special certificates/endorsements are required.

If more than five years have elapsed since receiving the bachelor's or higher degree, the applicant must verify at least three years of appropriate employment in education or complete at least nine quarter hours (six semester hours) of approved credit within the five-year period prior to the date of application.

1. Basic Teaching Certificate: An applicant for the Basic Early Childhood, Elementary, Secondary, Special Education, Communication Disorders, or Preschool Special Education Certificate must have:

   a. graduated with a bachelor's degree from an accredited institution.

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b. completed an approved program for the preparation of early childhood, elementary, secondary, preschool special education, or special education teachers, or communication disorders specialists which has met the Standards for program approval adopted by the Utah State Board of Education.

(1) An Early Childhood Education Certificate is required for teaching kindergarten and permits assignment in kindergarten through grade three; it is recommended for those teaching in formal programs below kindergarten level.

An alternative policy was adopted in 1986 which permits elementary certificated teachers who have been hired to teach kindergarten to qualify for an early childhood certificate. The provisions of the alternative policy are as follows:

(a) The candidate for early childhood certification shall hold a Standard Elementary Certificate and have been employed to teach kindergarten by a school district.

(b) The district will seek a letter of authorization for the individual assigned to a kindergarten position.

(c) The candidate must complete an approved program of early childhood education at an accredited institution of higher education. (An approved program may include district inservice.) This program will consist of not more than 10 semester hours (15 quarter hours) of credit and may be based on demonstrated competence on the part of the candidate. Practicum experience should, as far as possible, be in the regularly assigned kindergarten classroom of the candidate for early childhood certification extension.

(2) An Elementary Teaching Certificate is valid in grades one through eight. The 1-8 certificate permits a teacher to teach any academic area in self-contained classes in grades 1-6. The teacher, however, must be subject specific endorsed to teach assigned subjects at the 7-8 grade level.

(a) If the individual is an applicant for the Basic Elementary Teaching Certificate as well as the Basic Early Childhood Education Certificate, he/she must have appropriate course work and laboratory experience or otherwise demonstrate those competencies prescribed for prospective intermediate grade teachers that provide greater depth in academic subjects to be taught.

(b) A Basic Early Childhood Education Certificate may also be issued to an applicant who holds or is eligible to hold a Basic or Standard Elementary Teaching Certificate and who has completed two years teaching a full kindergarten or pre-kindergarten program. The Early Childhood Education Certificate will be issued to run concurrently with the Elementary Teaching Certificate.

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(3) The Middle Level Certificates (5-9) currently in force will continue to be valid; however, a Middle Level Certificate (5-9) will no longer be required of teachers assigned to the middle school.

(4) A Secondary Teaching Certificate with subject endorsement(s) is valid in grades six through twelve. The 6-12 certificate requires a major and minor, or composite major, but the teacher cannot teach in an elementary self-contained class.

Secondary teaching candidates must have completed an approved teaching major and minor, or composite major, consistent with subjects taught in Utah secondary schools. The certificate will be endorsed for all subjects in which the candidate has at least a minor or has completed equivalent training, or has demonstrated competence in the subject(s) in accordance with criteria established by the State Board of Education.

- A teaching major as required for state certification includes not fewer than 30 semester hours or 45 quarter hours of credit in one subject. At least one-half must be in upper division work.

- A minor includes not fewer than 16 semester hours or 24 quarter hours of credit in one subject.

- A composite major includes not fewer than 46 semester hours or 69 quarter hours of credit, distributed in two or more related subjects.

(5) A special Education Certificate for teaching students with disabilities (K-12) is issued by the Utah State Board of Education with endorsements in the following areas:

- Mild/Moderate - permits the holder to teach students with mild/moderate learning and behavior problems.

- Severe - permits the holder to teach students with severe learning and behavior problems.

- Hearing Impaired - permits the holder to teach students who are deaf or hearing impaired.

- Visually Impaired - permits the holder to teach students who are blind or visually impaired.

Special Education teaching candidates shall have completed an approved program for teaching students with mild/moderate, severe, hearing, or visual impairments. The certificate will be endorsed for the area(s) in which the program is completed.

(6) A Communication Disorders Certificate is issued by the State Board of Education for teaching students with communication disorders. The teacher may be endorsed in either speech/language pathology or audiology or both. This certificate/ endorsement permits service at the elementary and/or secondary level (K-12).

(a) Communication Disorders certification candidates shall have completed an approved program for teaching students with communication disorders which shall have included the master's degree or 55 quarter hours earned after meeting requirements for a bachelor's degree, and which shall have met the standards for program approval adopted by the State Board of Education.

(b) A Provisional Communication Disorders Certificate may be issued to a candidate who has:

1) Completed an approved bachelor's degree program in communication disorders at an accredited institution, including a practicum experience in a school setting;

2) Acquired the competencies necessary for assignment as a Communication Disorders Specialist at job entry level with any limitations noted by the preparing institution;

Under the bachelor's degree program option, a Provisional Communication Disorders Certificate may be issued for two years. The candidate must be admitted to an accredited graduate program. Continued validity during this period of time will be contingent upon the candidate's filing with the State Office of Education evidence of completion of at least nine quarter hours (six semester hours) of credit each year which is applicable to the acquisition of a master's degree or equivalent in Communication Disorders. After five years, the Provisional Communication Disorders Certificate may no longer be reissued, and the candidate must qualify for a Standard Communication Disorders Certificate.

(7) A new Preschool Special Education Certificate is issued to fulfill the highest qualified personnel standard required by PL 99-457. The new certificate will be required for teaching preschool students with disabilities. All new applicants for Preschool Special Education Certificates must meet the new standards by June 30, 1995.

Preschool Special Education teaching candidates shall have completed an approved program which addresses newly adopted early childhood disabilities and special education endorsement competencies.

Teachers, who hold an equivalent certificate from out of state, will be required to meet the new standards when renewing. All professional personnel currently teaching preschool and holding a special education endorsement or regular education early childhood endorsement will be required to complete a Utah State Office of Education approved training program by June 30, 1995, which will allow them to be eligible for the new Preschool Special Education Certificate. This

training program and procedure is to be developed, based on an analysis of presently held certificate endorsements, teaching experience, and training activities as compared to the new standards.

c. Been recommended by an institution that has a State Board of Education-approved preparation program.

2. Standard Teaching Certificate

An applicant for the Standard Early Childhood, Elementary, Secondary, Special Education, Communication Disorders, or Preschool Special Education Certificate must have:

a. Completed at least two years of successful teaching experience under a Basic Teaching Certificate or its equivalent.

b. Been recommended by the employing school district with input from a teacher education institution.

REQUIREMENTS FOR EARLY CHILDHOOD, ELEMENTARY
MIDDLE, SECONDARY, SPECIAL EDUCATION, AND
COMMUNICATION DISORDERS CERTIFICATES

STANDARDS FOR THE APPROVAL OF PROGRAMS FOR THE PREPARATION OF EARLY CHILDHOOD, ELEMENTARY, MIDDLE SECONDARY, AND SPECIAL EDUCATION TEACHERS AND COMMUNICATION DISORDERS SPECIALISTS

A. PROFESSIONAL EDUCATION

The professional sequence is made up of elements which contribute directly to the prospective teacher's skill in guiding student learning. The practices and theories of the teaching/learning process have a direct relationship to the other components of a teacher education program--general education and the area(s) of teaching specializations. Through a discrete area, professional education is based upon knowledge, attitudes, abilities, and skills developed in the study of general education and the area(s) of content specialization.

The beginning teacher shall have completed a program that provides for the development of insights into child and adolescent psychology; the teaching/learning process; the social interactive process of the classroom, school, and community; the methods and materials of instruction; and the broader problems of the profession as they relate to society and the function of the school.

STANDARD I The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance student self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

STANDARD II The program shall require study of general principles of livelong human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

STANDARD III The program shall require study of research about teacher characteristics and behaviors as they affect the learner.

STANDARD IV The program shall require study of the communication processes and skills for use between the teacher and student and between the teacher and others.

STANDARD V The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all students in the least restrictive environment.

STANDARD VI The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

STANDARD VII The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.

STANDARD VIII The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

STANDARD IX The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

STANDARD X The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.

STANDARD XI The program shall require study of the state laws and State Board of Education policies which specify content, values, and other expectations of teachers and other professionals in the school system.

STANDARD XII The program shall require study of techniques for evaluating student progress, including the use and interpretation of both standardized and teacher-made tests.

STANDARD XIII The program shall require study of the knowledge and skills designed to meet the needs of students with disabilities in the regular classroom. These shall include, but not be limited to, the following content domains: (1) knowledge of disabilities, (2) knowledge of the role of regular education teachers in the education of students with disabilities, (3) skills in assessing the educational needs and progress of students with disabilities in the regular education classroom, (4) skills in the implementation of an educational program for the students with disabilities in the regular classroom, and (5) skills in monitoring student progress.

B. EARLY CHILDHOOD/ELEMENTARY SPECIALIZATION

The following standards pertain to programs preparing teachers both for early childhood and elementary school settings. These standards address the commonalities of content and skills which are important for teachers in both early childhood and elementary education. (Adopted 6-23-82.)

These standards are to be used according to the specific age and/or grade levels for which the program of preparation has been designed. Therefore, the standards have been developed to reflect preparation for working with children ages 0-1, 2-3, and organizational settings of N-K grades 1-3, 4-6, and 4-8. If a program is designed to prepare teachers for one or more of these ages and/or grade levels, the standards must be applied according to the appropriate developmental stage of the children to be taught.

Traditional majors in a single academic discipline are frequently too narrow to serve as a basis for the specialized preparation of early childhood and elementary teachers. Rather, these preparatory programs should relate to the nature and amount of subject matter and the institution's general education requirements to the age or grade level for which the early childhood and elementary students are being prepared. Provision should be made to diagnose the prospective teacher's background in the content areas so that study will serve as a basis to strengthen the preparation needed.

STANDARD I The program shall require the study of child development from birth to adolescence with emphasis upon the implications of the learning process of these ages.

STANDARD II The program shall require the study of psychological and sociological concepts and generalizations dealing with the development of self-concept, and group responsibility and relationships.

STANDARD III The program shall require study and experiences designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.

STANDARD IV The program shall require study and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development.

STANDARD V The program shall require study and experiences in the disciplines which provide content knowledge needed to teach mathematics.

STANDARD VI The program shall require study and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health.

STANDARD VII The program shall require study and experiences in the disciplines which provide content knowledge needed to teach the social studies areas.

STANDARD VIII The program shall require study and experiences in the disciplines which provide content knowledge needed to teach fine arts.

STANDARD IX The program shall require experiences in organizing, planning, and implementing physical education activities and safety practices.

STANDARD X The program shall require study and experiences designed to develop competence in enabling children to express themselves creatively in a variety of ways, including experience through the arts.

STANDARD XI The program shall require study and experiences designed to develop competencies which enhance the critical thinking ability of the learner in any content area.

STANDARD XII The program shall require study designed to develop competence in facilitating independent learning and decision-making skills in young children and early adolescents.

STANDARD XIII The program shall require study and experiences designed to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.

STANDARD XIV The program shall require study and experiences designed to develop skills in the use of state and local resources and appropriate referral strategies.

STANDARD XV The program shall require experiences designed to develop the skills and ability to work with parents and other adults in the home, school, and community.

STANDARD XVI The program shall require study in undertaking the organization and administration of the pre-kindergarten program. (This standard is applicable to programs preparing teachers in pre-kindergarten settings.)

C. MIDDLE EDUCATION

The following standards pertain to programs for preparing teachers of middle education.

STANDARD I The program shall require study of the intellectual, physical, psychological, and social characteristics of transescent students.

STANDARD II The program shall require study of the learning styles and patterns of transescent students.

STANDARD III The program shall require study of the teacher's role, curriculum trends, and organizational arrangements in middle education.

STANDARD IV The program shall require study of the content and the methods of teaching subjects taught in middle education and of integrating the curricular offerings.

D. SECONDARY EDUCATION TEACHING MAJORS*.

1. General Standards.

All programs for preparing teaching majors in fields of specialization are to be designed to meet the following general standards.

STANDARD I The institution shall be responsible for assuring the establishment of a procedure for communicating information among faculty, departments, and students, and for coordinating the various components of the teaching major or specialization requirements for prospective teachers. The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.

STANDARD II The teaching major or field of specialization shall be based upon statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements shall reflect an analysis of current theory, research, practices, and recommendations of the professional organization representing the specialization field found in the public school curriculum.

STANDARD III The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills as well as competency in the methodology needed to teach the subject matter.

STANDARD IV The teaching major or field of specialization shall include provision for a systematic program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

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* Also applies to middle level education teachers who are assigned to teach specific subjects.

STANDARD V The teaching major or field of specialization shall be supported by faculty, facilities, plant and equipment, library and media resources.

STANDARD VI The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience, and participation in elementary and/or secondary schools; e.g., supervision of teaching, inservice activity, or curriculum development.

2. Specific Standards.

The teaching major or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for successful teaching in the subject area and at the particular grade levels for which the program is designed--elementary, secondary, or K-12.

E. SPECIAL EDUCATION:

1. Mild/Moderate Endorsement

STANDARD I Assessment: Eligibility determination; strength and weakness determination.

The program shall require demonstrated competence in selection, design, administration, and interpretation of a representative sample of age-appropriate, norm-referenced, criterion referenced and ecological assessments to determine the discrepancies between academic, behavioral, and life skill demands (requirements) and actual student performance.

STANDARD II Planning: Establishing goals and objectives for students based upon individual assessment, coordination of services, identification of resources, and implementation of activities.

The program shall require demonstrated competence in:

(1) projecting long-term outcomes and establishing appropriate annual goals and short term objectives utilizing assessment data;
(2) designing, planning, and coordinating age-appropriate academic and social integration and transition programs within regular school and community environments;
(3) designing a plan for accessing and coordination resources available in the student's natural environment to implement long-term outcomes annual goals and short-term objectives and identify a representative sample of such resources, both human and technological;

(4) designing appropriate, systematic, data-based, daily individual student activities based on student performance and relevant long-term outcomes, annual goals, and short-term outcomes, annual goals, and short-term objectives which provide for new skill development, practice and applications across environments;
(5) coordination of all services (required related services and a representative sample of support services including peer tutors, parents, volunteers) necessary to implement daily individual student activities which provide for new skill development, practice and applications across environments;
(6) developing an Individual Education Plan (IEP) which is an integrated management tool and which meets federal and state requirements.

STANDARD III Implementation: Actualizaton of planning and utilization of effective pedagogy across levels including: developmental, remedial, functional and compensatory.

The program shall require demonstrated competence in:
(1) implementing a variety of methods and techniques which encompass the following areas: (a) developmental - natural sequence of acquired skills; (b) remedial - reteaching specific areas of weakness; (c) functional - skills necessary to ensure independence; (d) compensatory - alternative strategies for reaching goals.
(2) knowledge of scope and sequence across academic, behavior, and life skills;
(3) conducting concept and task analysis to identify performance demands for skill use and application;
(4) teaching discrete skills, including selection and sequencing instructional examples to facilitate acquisition, strategies of trial distribution, systematic strategies of response prompting and fading and systematic strategies for rewarding correct student responses and correcting student errors in individual, small groups, and large group instruction;
(5) teaching for generalization;
(6) designing, implementing, and evaluating applied behavior analysis including related ethical issues;
(7) implementing effective techniques of consultation, collaboration, and teaming;
(8) utilizing the transdisciplinary approach to instruction.

STANDARD IV Evaluation: Monitoring student progress; formative and summative program evaluation.

The program shall require demonstrated competence in:

(1) designing and implementing data collection systems that measure the accuracy, rate, duration, fluency, and independence of student performance;

(2) designing and implementing data collection systems that measure performance across novel stimuli (generalization) and time (maintenance) and in natural (non-instructional) settings;

(3) selecting data collection systems which match the target behavior and intended outcome of instruction;

(4) adjusting instructional procedures based on student performance data;

(5) measuring consumer (e.g., parent, cooperating agency...) and team (e.g., therapist, regular educator, paraprofessional...) satisfaction with student educational program and in adjusting classroom procedures, methods of communication with significant other and/or educational programming based on consumer or team feedback.

2. Severe Endorsement

STANDARD I Assessment: Eligibility determination; strength and weakness determination.

The program shall require demonstrated competence in selection, design, administration, and interpretation of a representative sample of age-appropriate, norm-referenced, criterion referenced and ecological assessments to determine the discrepancies between functional academic, functional behavior, and functional life skill demands (requirements) and actual student performance.

STANDARDS II Planning: Establishing goals and objectives for students based upon individual assessment, coordination of services, identification of resources, and implementation of activities.

The program shall require demonstrated competence in:

(1) projecting long-term outcomes and establishing appropriate annual goals and short term objectives utilizing assessment data;

(2) designing, planning, and coordinating age-appropriate social integration and transition programs within regular school and community environments;

(3) designing a plan for accessing and coordinating resources available in the student's natural environment to implement long-term outcomes annual goals and short-term objectives and identify a representative sample of such resources, both human and technological;

(4) designing appropriate, systematic, data-based, daily individual student activities based on student performance and relevant long-term outcomes, annual goals, and

short-term objectives which provide for new skill development, practice, and application across environments;

(5) coordinating all services (required related services and a representative sample of support services including peer tutors, parents, volunteers) necessary to implement daily individual student activities which provide for new skill development, practice and applications across environments;

(6) developing an Individual Education Plan (IEP) which is an integrated management tool and which meets federal and state requirements.

STANDARD III Implementation: Actualization of planning and utilization of effective pedagogy across levels including developmental, remedial, functional, and compensatory.

The program shall require demonstrated competence in:

(1) knowledge of scope and sequence across functional life skill, academic, behavior, and life skills;

(2) conducting concept and task analysis to identify performance demands for skill use and application;

(3) teaching discrete skills, including selection and sequencing instructional examples to facilitate acquisition, strategies of trial distribution, systematic strategies of response prompting and fading and systematic strategies for rewarding correct student responses and correcting student errors in individual, small groups, and large group instruction;

(4) conducting general case analysis of performance demands;

(5) designing, implementing, and evaluating applied behavioral analysis systems including related ethical issues;

(6) implementing effective techniques of consultations, collaboration, and teaming;

(7) utilizing the transdisciplinary approach to instruction.

STANDARD IV Evaluation: Monitoring student progress; formative and summative program evaluation.

The program shall require demonstrated competence in:

(1) designing and implementing data collection systems that measure the accuracy, rate, duration, fluency, and independence of student performance;

(2) designing and implementing data collection systems that measure performance across novel stimuli (generalization) and time (maintenance) and in natural (non-instructional) settings;

(3) selecting data collection systems which match the target behavior and intended outcome of instruction;

(4) adjusting instructional procedures based on student performance data;

(5) measuring consumer (e.g., parent, cooperating agency...) and team (e.g., therapist, regular educator, paraprofessional...) satisfaction with student educational program and in adjusting classroom procedures, methods of communication with significant others and/or educational programming based on consumer or team feedback.

3. Hearing Impaired Endorsement

STANDARD I The program shall require demonstrated competence in understanding educational foundations in the education of the hearing impaired.

STANDARD II The program shall require demonstrated competence in understanding developmental characteristics unique to the hearing impaired.

STANDARD III The program shall require demonstrated competence in understanding language and communication, to develop competence to use appropriate instructional procedures to effect language learning in the hearing impaired children.

STANDARD IV The program shall require demonstrated competence in understanding the function and dysfunction of the sensorimotor and auditory systems.

STANDARD V The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpreting test results for the hearing impaired.

STANDARD VI The program shall require demonstrated competence in understanding curriculum and instruction procedures of the hearing impaired as well as normal hearing children.

STANDARD VII The program shall require demonstrated competence in understanding speech science and audiology and their relevance to education of the hearing impaired.

STANDARD VIII The program shall require demonstrated competence in understanding the anatomy and physiological aspects of the auditory and speech mechanisms and their dysfunctions as they relate to the hearing impaired.

STANDARD IX The program shall require demonstrated competence in understanding normal an abnormal language development and the implications for teaching language and reading to the hearing impaired.

STANDARD X The program shall require demonstrated competence in understandings the psychological dynamics of the hearing impaired in a hearing society.

STANDARD XI The program shall require demonstrated competence in understanding the counseling of parents and family of the hearing impaired.

4. Visually Impaired Endorsement

STANDARD I The program shall require demonstrated competence in understanding the anatomy and physiology of the eye of the visually impaired.

STANDARD II The program shall require demonstrated competence in understanding plans of organization and educational approaches to serving the visually impaired and the principles and practices of preparation, selection, adaptation, and effective use of appropriate instructional materials.

STANDARD III The program shall require demonstrated competence in adapting the school environments and providing assistance in the development of coping skills for the visually impaired.

STANDARD IV The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpretation of a variety of assessment instruments for the visually impaired.

STANDARD V The program shall require demonstrated competence in using appropriate teaching methods applied to the special needs and capabilities of the visually impaired in using tests and interpreting test results for programs.

STANDARD VI The program shall require demonstrated competence in understanding the impact of vision loss on the development of the visually impaired.

STANDARD VII The program shall require demonstrated competence in understanding the psychological dynamics of visual impairment in a sighted society.

STANDARD VIII The program shall require demonstrated competence in student and program evaluation, including assessment of instructional sequences and overall program effectiveness of related school programs.

STANDARD IX The program shall require demonstrated competence in counseling parents and family of the visually impaired and in providing effective counseling and guidance services.

F. COMMUNICATION DISORDERS

1. Speech Pathology Endorsement

STANDARD I The program shall require demonstrated competence in understanding the anatomy and physiology of the speech, language, and hearing mechanism.

STANDARD II The program shall require study designed to develop understanding of the methods of organizing speech and language screening and intervention programs and the criteria applied in the development and evaluation of the programs.

STANDARD III The program shall require study designed to develop understanding of causative and maintaining factors of communication disorders.

STANDARD IV The program shall require study designed to develop competence in the use of a variety of standardized procedures of administering, scoring, and appropriately analyzing evaluation data to diagnose communication disorders across all student populations and age groups.

STANDARD V The program shall require study designed to develop understanding of factors which contribute to the effectiveness of the speech, language, and hearing program, including philosophy, organizational structure, personnel, materials, diagnostic, therapeutic, and evaluative strategies.

STANDARD VI The program shall require study designed to develop competence in implementing a speech and language stimulation program.

STANDARD VII The program shall require study designed to develop competence in the understanding of normal and abnormal language development and linguistic structure, semantics, and phonology.

STANDARD VIII The program shall require study designed to develop understanding of available resources, programs, personnel, and facilities within school districts, community, state, and nation which are: instructional, therapeutic, evaluative, consultative, medical, educational, and/or research oriented.

STANDARD IX The program shall require study designed to develop competence in the appropriate use of case files and school records of students referred and those previously enrolled in speech and language programs.

STANDARD X The program shall require study designed to develop competence in the understanding and use of the kinds of equipment and materials used with students in speech and language programs.

STANDARD XI The program shall require study designed to develop understanding of appropriate criteria for case selection, procedures for the identification of cases, and for program evaluation.

STANDARD XII The program shall require demonstrated competence in communicating with parents, students, and other professionals relative to the assessment, development, and implementation of a student's speech and language program.

STANDARD XIII The program shall require study designed to develop competence in identifying, assessing, remediating, and evaluating programs for articulation, fluency, voice, hearing, and language disorders (phonology, morphology, syntax, semantics, pragmatics).

STANDARD XIV The program shall require study designed to develop competence of a speech-language pathologist to serve as a consultant to regular educators and/or other agency staff.

STANDARD XV The program shall require demonstrated competence in understanding and using appropriate individual and group classroom management procedures.

2. Audiology Endorsement

STANDARD I The program shall require study designed to develop understanding of educational and hearing profiles of the hearing impaired student as compared to the normal hearing student and to develop competence in applying strategies in the teaching- learning process working with normal and hearing impaired students.

STANDARD II The program shall require demonstrated competence in understanding roles of the family, school administration, classroom teacher, medical personnel, audiologists, and other specialists of the school and community, including interaction with these groups.

STANDARD III The program shall require study designed to develop understanding of language development, linguistic structure, acoustics, anatomy and physiology of speech, language and hearing, and electronics appropriate to the practice of audiology.

STANDARD IV The program shall require study designed to develop understanding of the nature of communication as a process involving speech, language, and hearing.

STANDARD V The program shall require study designed to develop understanding of the principles of hearing aid evaluation, differential diagnosis of auditory disorders, hearing conservation programs, pediatric audiological evaluation, medical backgrounds of communicative disorders, psychoacoustic instrumentation applied to audiology and aural rehabilitation.

STANDARD VI The program shall require study designed to develop competence in the use of kinds of equipment and materials needed for maintenance and operation of educational programs for the hearing impaired.

STANDARD VII The program shall require study designed to develop competence in administering and interpreting special audiological instruments appropriate to diagnosis and assisting the hearing status of students.

STANDARD VIII The program shall require study designed to develop competence to conduct hearing aid evaluations and interpret results for purposes of selecting and maintaining wearable amplification systems for the hearing impaired students.

STANDARD IX The program shall require study designed to develop competence of audiologists to serve as consultants to educators and others on the agency staff.